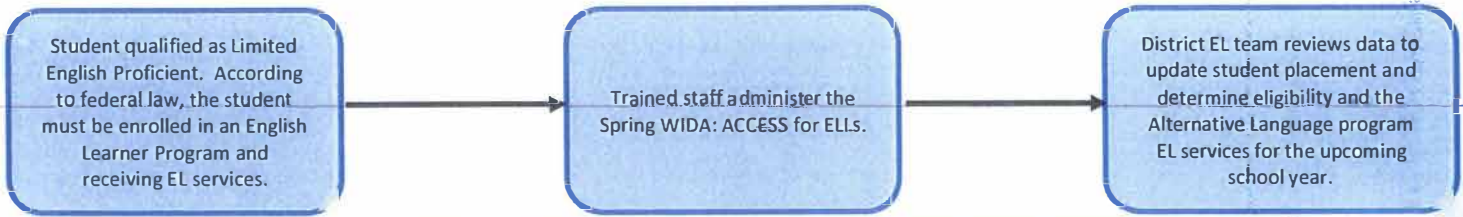
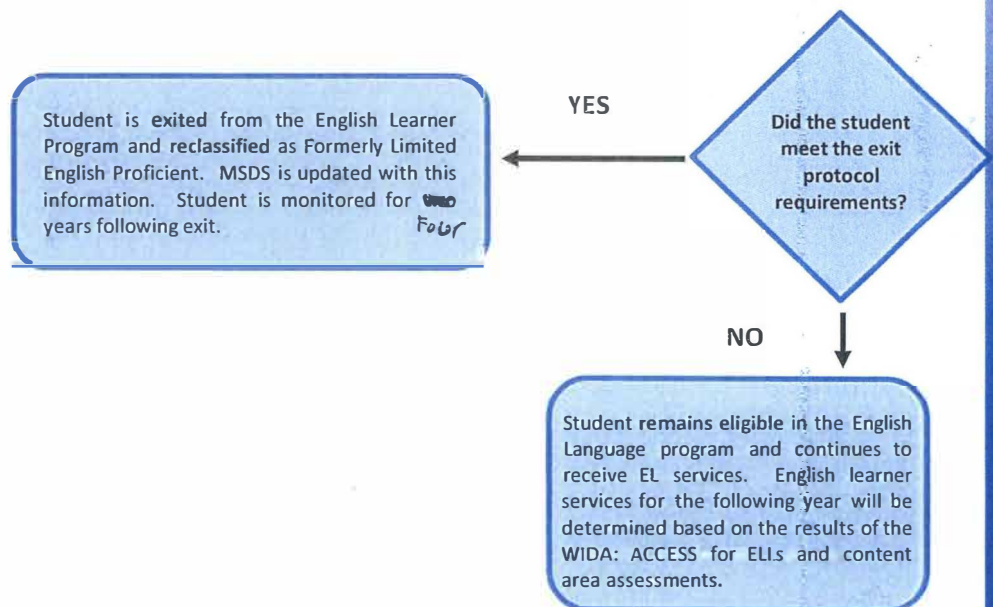


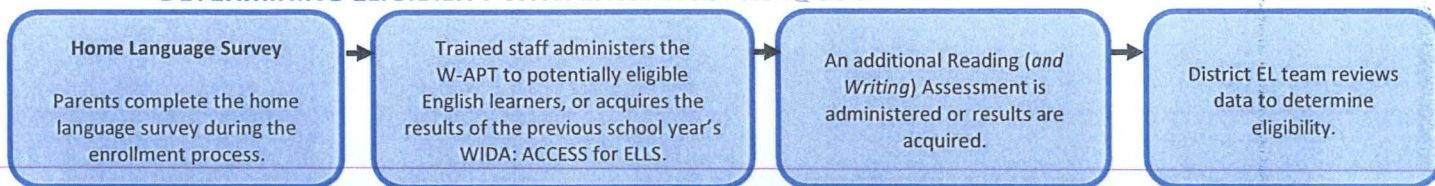
### APPLYING THE EXIT PROTOCOL



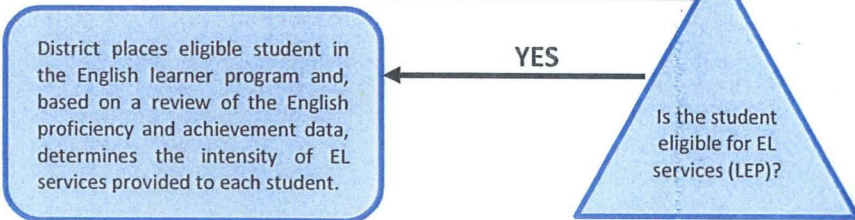
| Exit Protocol   | Pre-Kinder Students  | Kindergarten Through Second Grade   | Third Grade Through Twelfth Grade   |
|---|--|---|---|
| A student must meet all of the required protocol to be considered for exit from English learner services. |  |   |   |
| WIDA: ACCESS for ELLs Domain Level Proficiency<br><br>AND   | Since pre-school students do not take the WIDA: ACCESS for ELLs, they should not be considered for exit.   | Student receives a composite score of 5.0 and a minimum of 4.5 on all four domains (e.g. listening 5.0, speaking 5.0, reading 5.0, writing 4.5).<br>NO ROUNDING<br><br>It is <i>highly</i> recommended that students not be exited from English learner services until they demonstrate proficiency on the State Reading Assessment, M-STEP, in third grade or on a State-approved reading assessment.<br><br>(see Table 8) | Student receives a composite score of 5.0 <u>and</u> a minimum of 4.5 on all four domains (e.g. listening 4.5, speaking 4.5, reading 4.5, writing 4.5).<br>NO ROUNDING<br><br>(See Table 9) |
| ELA Content Area Assessment   | <div style="border: 1px solid black; padding: 5px; display: inline-block;">The LEA will review local writing assessments to determine each student's proficiency in writing.</div> | ELA<br>Student scores at or above grade level on an alternative state- approved reading assessment.   | ELA<br>Student scores Proficient or Advanced Proficient on the State Assessment (M-STEP or ACT/SAT), or as defined by a state-approved reading assessment.                                  |



### DETERMINING ELIGIBILITY WITH ENTRANCE PROTOCOL



| Entrance Protocol  | Pre-Kinder Students  | Kinder before December 1  | Kinder after December 1   | First Grade before December 1  | First Grade after December 1 Through Twelfth Grade   |
|--|--|---|---|--|--|
| A student qualifies if he/she meets one or more of the protocol listed in the chart. |  |   |   |  |  |
| W-APT Score  | All Pre-K students qualify as LEP based on identifying a language other than English on the Home Language Survey. This applies to eligible district-based programs that support children ages 3 to 5 years old.<br><br>(See Table 1) | All Kindergarten students qualify as LEP based on identifying a language other than English on the Home Language Survey before December 1 <sup>st</sup> . These students must be tested on the W-APT which includes only the Listening and Speaking domains before December 1 <sup>st</sup> .<br><br>(See Table 2a) | W-APT:<br>Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing<br><br>(See Table 2b) | W-APT:<br>Student scores below Exceptional (29) on listening and speaking or scores below 13 on Reading or scores below 15 on Writing<br><br>(See Table 3) | W-APT:<br>Student scores below 5.0 on one or more domains.<br><br>NO ROUNDING<br><br><i>Use the hand scoring guide or online calculator.</i><br><br>(See Tables 4 and 5) |
| ELA Content Area Assessment  | The LEA will review local writing assessments to determine each student's proficiency in writing.  |   | ELA<br>Student scores below grade level on a state-approved reading assessment.   | ELA<br>Student scores below grade level as defined by the State Assessment (M-STEP) or an alternative state-approved reading assessment.                   | ELA<br>Student scores below grade level as defined by the State Assessment (M-STEP or ACT/SAT) or an alternative state-approved reading assessment.                      |



**NOTE:** LEP determinations must be made within 30 days of the start of the school year or within 10 days after enrollment during the school year.

Student is not enrolled in the English learner program and is monitored regularly through established district procedures used to monitor the achievement of all students. Students may be enrolled at a later date if they fail to progress and meet the entrance protocol requirements.